

**Temporary Assistance and Supplemental Nutrition Assistance Program Employment Plan  
January 1, 2016 – December 31, 2017**

**Schoharie County**

## **Contents**

### **Section 1- Assurances**

### **Section 2 Administration**

Section 2.1 Administrative Structure

Section 2.2 TA and SNAP Employment & Training (SNAP E&T) Provider Agencies

Table 1 - Contracts Associated with TA and SNAP Employment Programs and Services

Table 2 – Other Service Providers

Section 2.3 OTDA Jobs Staff Agreement

### **Section 3 Engagement and Work Preparation**

Section 3.1 Federal “Engaged in Work” Requirement (Reference 18 NYCRR 385.2 (f))

Section 3.2 Orientation (Reference 18 NYCRR 385.5)

Section 3.3 Assessment and Employment Planning

Section 3.4 Participation Rates and Work Activities (Reference 18 NYCRR 385.8 and 385.9)

Section 3.5 Job Development

Section 3.6 Training Approval and Activity Enrollment Policies

Section 3.7 Work Verification

Section 3.8 Strategies/Procedures for Accommodating Individuals with Limited English Proficiency

Section 3.9 Strategies/Procedures for Increasing Program Attendance

Section 3.10 Strategies/Procedures for Engaging Sanctioned Temporary Assistance Participants

### **Section 4 Support Services (Reference 18 NYCRR 385.4)**

Section 4.1 TA and Non-TA SNAP Applicants and Recipients in Work Activities Approved by the District

Section 4.2 Transitional Support Services

Section 4.3 Extended Support Services

### **Section 5 Conciliation, Sanction and Dispute Resolution Procedures (Reference 18 NYCRR 385.11 and 385.12)**

Section 5.1 Conciliation

Section 5.2 Sanctions

Section 5.3 Dispute Resolution

### **Section 6 Disability Determinations, Documentation and Requirements of Exempt Individuals**

Section 6.1 Disability Determination Process and Tools

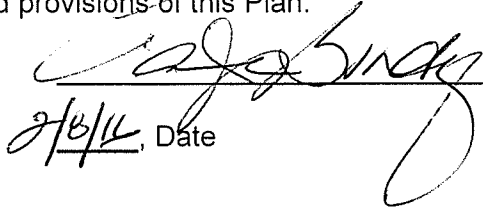
Section 6.2 Mental Health Screening and Assessment

Section 6.3 Requirements for Exempt Temporary Assistance Participants

**Temporary Assistance and Supplemental Nutrition Assistance Program Employment Plan  
January 1, 2016– December 31, 2017**

**Section 1- Assurances**

As a condition of the receipt of federal and State funds the Schoharie County Department of Social Services submits this Temporary Assistance and Supplemental Nutrition Assistance Program Employment Plan (Plan) to the New York State Office of Temporary and Disability Assistance. The Plan outlines the administration of employment services for Temporary Assistance (TA) and Supplemental Nutrition Assistance Program (SNAP) applicants and recipients for the period January 1, 2016 through December 31, 2017. As Commissioner of Schoharie County Department of Social Services, I hereby affirm that employment services programs will be administered in accordance with all applicable federal and State policies, laws, regulations and provisions of this Plan.

 \_\_\_\_\_, Social Services Commissioner  
2/18/16, Date

Amendments to this Plan:

Date Approved OTDA	Section Amended	Pages Effected

(To be completed by OTDA)

## **Section 2 Administration**

### **Section 2.1 Administrative Structure**

This agency's organizational chart is attached. It identifies the units and staff within the agency that are involved in the operation of the district's employment program.

Following is a description of the office(s) in and/or outside of the Department of Social Services that are involved in the operation of the district's employment program. The responsibilities of each office are described below.

The Employment Unit of the Schoharie County Department of Social Services operates the WTW program at the DSS offices in Schoharie, and at the DSS space in the Workforce Solutions Center (WIA one stop center) in Cobleskill. The unit consists of two district employees: an Employment Coordinator and an Employment Representative.

The district contracts with the Fulton Montgomery Schoharie Private Industry council (FMS PIC) for two workers that work with the employment unit in both DSS location offices under the direction of the Employment Coordinator and Principal Social Welfare Examiner. The Schoharie County Community Action Program (SCCAP) provides Job Skills Training services under contract with DSS, in the same building as the Workforce Solutions Center. the Skills to Success class is taught by SCCAP workers with DSS staff providing back-up as needed. The Jobs program representative was located at the Workforce Solutions Center but the position has remained vacant for an extended period of time.

District, contract and Workforce Solutions staff meet regularly to coordinate services and activities. The Principal Social Welfare Examiner, under the direction of the Commissioner of Social Services oversees all contracts for WTW services.

### **Section 2.2 TA and SNAP Employment & Training (SNAP E&T) Provider Agencies**

**Table 1 - Contracts Associated with TA and SNAP Employment Programs and Services**

Table 1 lists the local contracts or agreements with agencies to provide employment services to TA and SNAP clients. These activities and services may include, but are not necessarily limited to, employability determinations, development of assessments and employment plans, conciliation and grievance activities, provision of work activities such as job readiness training, education and job skills training, monitoring and support for compliance with treatment plans for exempt individuals with the potential for restoration to self-sufficiency, job development, job placement and retention services, and other employment related activities.

Each contract listed in Table 1 contains an assurance that the activities are not otherwise available from that provider on a non-reimbursable basis, and, if not a performance-based contract, a statement regarding use of a cost allocation methodology that satisfies Generally Accepted Accounting Principles, as well as the requirements of U.S. Office of Management and Budget Circulars A-122 for nonprofit organizations, A-21 for educational institutions, or A-87 for State and local governments.

<b>Provider</b>	<b>Total Contract Cost (per year)</b>	<b>Funding Source(s) (Check all that apply)</b>	<b>Categories of Clients Served (Check all that apply)</b>	<b>Programs, Services or Activities Provided</b>
Fulton, Montgomery, Schoharie Private Industry council (PIC)	\$106,533.00	<input checked="" type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input type="checkbox"/> Other	<input checked="" type="checkbox"/> FA <input type="checkbox"/> SN Family <input type="checkbox"/> SN Individual <input type="checkbox"/> SNAP <input checked="" type="checkbox"/> TANF 200%	Employment counseling, case mgmt. Transitional services, Job skills training.

Provider	Total Contract Cost (per year)	Funding Source(s) (Check all that apply)	Categories of Clients Served (Check all that apply)	Programs, Services or Activities Provided
Schoharie County Community Action Program (SCCAP)	\$48,500.00	<input checked="" type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input checked="" type="checkbox"/> Other Employment Administration	<input checked="" type="checkbox"/> FA <input type="checkbox"/> SN Family <input type="checkbox"/> SN Individual <input type="checkbox"/> SNAP <input checked="" type="checkbox"/> TANF 200%	Job Skills Training
Dr. Steven Silverman	\$1,000.00	<input type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input checked="" type="checkbox"/> Other Title XX	<input checked="" type="checkbox"/> FA <input type="checkbox"/> SN Family <input type="checkbox"/> SN Individual <input type="checkbox"/> SNAP <input checked="" type="checkbox"/> TANF 200%	Intellectual testing, evaluations
Catholic Charities of Schoharie County	\$500.00	<input type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input checked="" type="checkbox"/> Other Title XX	<input checked="" type="checkbox"/> FA <input type="checkbox"/> SN Family <input type="checkbox"/> SN Individual <input type="checkbox"/> SNAP <input checked="" type="checkbox"/> TANF 200%	counseling to address specific employment barrier, i.e. domestic violence, abuse, etc.
		<input type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input type="checkbox"/> Other	<input type="checkbox"/> FA <input type="checkbox"/> SN Family <input type="checkbox"/> SN Individual <input type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	
		<input type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input type="checkbox"/> Other	<input type="checkbox"/> FA <input type="checkbox"/> SN Family <input type="checkbox"/> SN Individual <input type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	
Total	\$156,533.00			

**Table 2 – Other Service Providers**

Table 2 includes agencies/providers that offer services to participants and to which the district expects to refer participants but which have no direct financial agreement with the district (e.g., WIOA programs, SED funded services, OTDA Wage Subsidy providers).

Provider	Funding Source(s) (if known)	Categories of Clients Served (Check all that apply)	Programs, Services or Activities Provided
ACCESS VR	SED OTDA	<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SN Family <input checked="" type="checkbox"/> SN Individual <input checked="" type="checkbox"/> SNAP <input checked="" type="checkbox"/> TANF 200%	Vocational Rehabilitation Work Limitations Coordinator Services

Provider	Funding Source(s) (if known)	Categories of Clients Served (Check all that apply)	Programs, Services or Activities Provided
Workforce Solutions Center (WIA One-Stop)	WIA	<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SN Family <input checked="" type="checkbox"/> SN Individual <input checked="" type="checkbox"/> SNAP <input checked="" type="checkbox"/> TANF 200%	All who meet WIA criteria. All WIA services
Experience Works		<input type="checkbox"/> FA <input type="checkbox"/> SN Family <input type="checkbox"/> SN Individual <input type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	Over 55. Subsidized Employment
Capital District BOCES	SED	<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SN Family <input checked="" type="checkbox"/> SN Individual <input checked="" type="checkbox"/> SNAP <input checked="" type="checkbox"/> TANF 200%	TABE testing for High School Equivalency program, Vocational Education

## Section 2.3 OTDA Jobs Staff Agreement

### OTDA Jobs Program Services – Target Groups

("X" signifies those that apply in this district)

Services		Target Groups	
Assessment/Employment Plan	<input type="checkbox"/>	Applicants	<input type="checkbox"/>
Supervised Job Search	<input type="checkbox"/>	FA & SN with children	<input type="checkbox"/>
Job Readiness Training	<input type="checkbox"/>	SN without Children	<input type="checkbox"/>
Job Club	<input type="checkbox"/>	SNAP	<input type="checkbox"/>
Job Placement Services	<input type="checkbox"/>	TANF 200%	<input type="checkbox"/>
Grant Diversion	<input type="checkbox"/>		
Job Development (employer outreach)	<input type="checkbox"/>		
WOTC pre-certifications	<input type="checkbox"/>		

### Other Services Requested

Described below are additional services/duties which will be requested of Jobs staff (e.g., WTCMS data entry, case conferencing, job fairs)

We currently have no jobs worker but are very interested in replacing her as soon as possible.

## **Section 3 Engagement and Work Preparation**

### **Section 3.1 Federal “Engaged in Work” Requirement (Reference 18 NYCRR 385.2 (f))**

For purposes of satisfying the federal requirement which states that parents or caretakers must be engaged in work as soon as the district determines they are ready, but no later than within 24 months of receiving federally funded assistance, the district’s definition of “Engaged in Work” is:

Compliance with assessment, employment planning, all activities included in the individual’s Employment/Self-Sufficiency plan including any need to attend treatment/rehabilitation programs, or any of the work activities listed in Section 3.4. Also included is pursuit of other forms of income such as SSI and SSD.

### **Section 3.2 Orientation (Reference 18 NYCRR 385.5)**

Check one of the following:

- ☐ The district provides orientation in accordance with 18 NYCRR Section 385.5 and no additional information is provided at orientation.
- ☒ In addition to the requirements outlined in 18 NYCRR Section 385.5 of the regulations, the district’s orientation provides the following:

Temporary Assistance orientation, which is part of the eligibility process, and includes information about case management, including the requirement to attend and benefits of participation; information regarding time limits; resources that are available to expand the client's income (e.g. Earned Income Credit, VITA services, child support, WIC, etc.); TA budgeting including deductions and exemptions; and transitional benefits available and how to access them. Childcare in lieu of TA is explained.

Described below is the manner in which the district completes the required orientation for all applicants and recipients of Temporary Assistance (e.g., done in a group setting or individually or a combination of both), including the orientation procedure for exempt individuals and non-exempt individuals, if different:

Applicant orientation may be combined with TA orientation in a group setting conducted by the Employment Unit with backup from the Temporary Assistance Unit. All TA applicants, both exempt and non-exempt, are required to attend TA orientation. We take that opportunity to present our employment orientation at the same time.

Orientation is given individually as circumstances warrant. At recertification it is conducted individually by the employment worker as part of the plan update process.

### **Section 3.3 Assessment and Employment Planning**

#### **Temporary Assistance Assessment (Reference 18 NYCRR 385.6 and 385.7)**

- a. Check one of the following:



The district conducts assessments as required by 18 NYCRR 385.6(a) and 385.7(a):

- ☒ The district enters assessments directly into WTWCMS
- ☐ The district uses the LDSS 4980 (New York State Assessment) and later enters information into WTWCMS.
- ☐ The district conducts assessments using a local equivalent tool, and later enters information into WTWCMS. Attached is the local equivalent.
  - ☐ The local equivalent does not contain additional elements other than what is required.
  - ☐ The local equivalent does contain additional elements beyond what is required, listed below:

b. Describe the local district procedure for the completion of an employment assessment:

On the day a client applies for Temporary Assistance she or he is seen by the employment unit for intake and assignment to employment activities, including assessment. The assessment usually takes place within two weeks of intake. The assessment consists of an interview at the worker's desk using the evaluation function of WTWCMS including all relevant optional sections. The answers are entered into WTWCMS during the interview. The need for supportive services is addressed both at intake and assessment. The initial employment plan is created at the assessment interview. the employment worker notifies the TA worker that the client has completed assessment and updates WTWCMS. Assessments are updated as needed or every six months.

c. The district administrative unit or contractor responsible for conducting assessments is:

The employment unit and Private Industry Council (PIC)

d. The qualifications of the employees conducting the assessment are at minimum: [Refer to requirements listed in 18 NYCRR 385.6(c) and 385.7(c)]

Employment Coordinator, Employment Representative and trained contractual employment staff do in-house assessment activities.

Intellectual testing done by Ph.D. in Psychology

Medical assessments by MD

DSS employment staff, supervisors and contractors attend the WTW core training program. They have also been trained on the state model assessment tool.

Additional in-service training is provided whenever relevant topics are available.

e. Applicants in households with dependent children are required to participate:

☒ Yes ☐ No

f. Applicants in households without dependent children are required to participate:

☒ Yes ☐ No

### **Temporary Assistance Employment Plans**

(Reference 18 NYCRR 385.6(b) and 385.7(b))

a. Check one of the following:

The district develops individual employment plans as required by 18 NYCRR 385.6(a) and 385.7(a):

☒ The district enters employment plans directly into WTWCMS.

☐ The district uses the LDSS 4978 (New York State Employment Plan) and later enters information into WTWCMS.

☐ The district develops individual employment plans using a local equivalent tool, and later enters information into WTWCMS. Attached is the local equivalent.

☐ The local equivalent does not contain additional elements other than what is required.

☐ The local equivalent does contain additional elements beyond what is required, listed below:

b. Check one of the following:

☒ The same administrative unit or contractor that conducts employment assessments also develops employment plans.

☐ A different district administrative unit or contractor develops employment plans, and their qualifications include:

### **Section 3.4 Participation Rates and Work Activities (Reference 18 NYCRR 385.8 and 385.9)**

- a. Described below is how the district plans to meet federal and State Temporary Assistance participation rate requirements. Included is the weekly hours standard participation requirement for individuals in the different case and household types, along with the typical time period it takes for nonexempt individuals to be engaged in activities for both newly opened cases and individuals who status changed from exempt to nonexempt. Information regarding engaging exempt individuals is entered in Section 6:

Applicants are seen by the employment unit on the day of TA application whenever possible. The employment worker conducts an intake interview. All applicants are scheduled for assessment and TA orientation during the application period. Nonexempt applicants are engaged immediately at application when the employment workers assigns them to job search, job skills training and orientation to the WIA one-stop activities available at Workforce Solutions. Clients may also be referred to the Mental Health Clinic or drug/alcohol assessment during the intake if appropriate.

Assessments are done during the application period to facilitate timely assignment to countable activities at case opening. If the case opens they are assigned to a countable activity as close to the case opening date as possible. If a

recipient becomes non-exempt the examiner makes a referral to the employment unit and the client is brought in for reassessment and assignment, usually within two weeks.

The standard requirements for FA cases is a minimum of 30 hours, or up to 40 when possible. In cases with a child under 6 we still attempt to assign 30 or more hours unless it is not feasible due to case circumstances. SNA nonexempts are assigned to the number of work experience hours dictated by their budgets plus other activities up to 40 when appropriate. If not enrolled in work experience SNA recipients are assigned to 35 or more hours when possible.

- b. Estimate the number of individuals served averaged monthly:

	Households with Dependent Children	Households without Dependent Children
Individuals	22	17

- c. Described below is a description of how the district uses work participation management reports available through Cognos or other reports and activities to monitor district progress toward meeting work participation requirements and ensuring full engagement by adults in work or work preparation activities:

The employment coordinator monitors engagement and participation rates through direct supervision of workers and case records and use of the monthly reports, including COGNOS reports.

- d. Describe the extent to which the district requires Non-Temporary Assistance Supplemental Nutrition Assistance Program (NTA SNAP) applicants and recipients to participate in SNAP E&T work activities. If the district is not mandating SNAP E&T work activity assignments, please describe how NTA SNAP work registrants are informed of the services available, upon request, for assistance with job search activities. Please note: At a minimum, districts are required to make available job search as a SNAP E&T activity to NTA SNAP applicants and recipients:

We do not require NTA SNAP applicants and participants to participate in SNAP E & T.

We inform them of the availability of assistance with job search activities by including an informational flyer in the SNAP application packet.

- e. Please describe the local district procedure for Job Search, including the required number of job search contacts and hours per week assigned. Also include a description of how often individuals are generally required to report job search outcomes and if activities other than job search are routinely expected:

1. The district assigns TA applicants to Job Search. ☒ Yes ☐ No

If yes, the process for engaging TA applicants is:

The employment worker assigns non-exempt applicants to job search on the day of the eligibility interview. Applicants are required to complete a minimum of 10 job contacts per week and list the time spent on them in their job

search log. At least 5 contacts per week must be in person, not done on-line or by telephone or fax. they are expected to participate in at least 25 hours of job search activities per week. Participants must report weekly to the Employment Specialist for monitoring and job search assistance, including direct job referrals and general orientation to the job search process. Activities include but are not limited to time spent identifying potential employers, preparing and submitting applications, resumes and cover letters, follow-up with employers, mock interviews, job fairs and any related activities performed at the Workforce Solutions Center. Completed job search booklets must be submitted weekly to the DSS employment unit. When reporting to the Workforce Solutions Center for job search activities participants record their time in and time out at the Workforce Solutions Center reception desk. Additionally, the employment worker enters details of activities completed and time spent in the case notes section of WTWCMS. The Employment specialist enters the actual attendance in WTWCMS as appropriate. In addition to job search, non-exempt applicants are required to participate in job skills training and Workforce Solutions Center orientation and may be assigned to SNAP work experience. All applicants are assigned to TA orientation and employment.

Applicant Job Search	Number of Contacts	Number of Hours	Additional Information
TANF and SN MOE	10	10	If work limited they are only required to do 5 job searches
SN Individuals	10	10	If work limited they are only required to do 5 job searches

2. The district assigns TA **recipients** to Job Search. ☒ Yes ☐ No

If yes, the process for engaging TA **recipients** is:

Non-exempt TA recipients are required to continue their job search at a minimum of 10 contacts per week (at least 5 in person) and continue to report to the Employment Unit weekly for monitoring and review of job search logs. Hours of participation will vary by individual depending on the activities assigned. For example, an individual who is performing work experience concurrently with job search may spend 10 hours on job search while a participant who is assigned only to intensive job search may spend 40 hours per week on job search activities. Activities include but are not limited to time spent identifying potential employers, preparing and submitting applications, resumes and cover letters, follow up with employers, mock interviews, job fairs and any related activities performed at the Workforce solutions Center. The monitoring process is the same as for applicants.

- f. The allowable work activities that are available in the social services district are listed and defined as follows. An "X" in the appropriate check box indicates the activity is available for individuals receiving Family Assistance (FA), Safety Net Assistance for households with children (SN Fam), Safety Net Assistance for households without children (SN IND), and/or Supplemental Nutrition Assistance Program (SNAP) benefits. If a check box is blank it indicates that the activity is not available for that household/case type. See the table on the next two pages.



<b>Activity and Definition</b>	
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SN Fam <input checked="" type="checkbox"/> SN Ind <input type="checkbox"/> SNAP	<b>Unsubsidized Employment</b> - Full time or part time employment in the public or private sector that is not subsidized by TANF or any other public program (excluding employer tax credits). Unsubsidized employment includes self-employment and/or paid internships.
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SN Fam <input checked="" type="checkbox"/> SN Ind <input type="checkbox"/> SNAP	<b>Subsidized Private Sector Employment</b> - Employment in the private sector for which the employer receives a subsidy from TANF or other public funds (excluding tax credits) to offset some or all of the wages and costs of employing and training a recipient in accordance with New York State Social Services Law 336-f. Subsidized private sector employment will include positions subsidized through grant diversion/Transitional Employment Advancement Program (TEAP), supported employment programs, and paid college work study programs at private institutions. Individuals participating in subsidized private sector employment are paid wages and receive the same benefits as unsubsidized employees who perform similar work. An employment situation will be subsidized for up to the full amount of wages/benefits provided to the program participant and will be subsidized for the length of time as determined appropriate by the State or social services district.
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SN Fam <input checked="" type="checkbox"/> SN Ind <input type="checkbox"/> SNAP	<b>Subsidized Public Sector Employment</b> - Employment in the public sector for which the employer receives a subsidy from TANF or other public funds (excluding tax credits) to offset some or all of the wages and costs of employing and training a recipient in accordance with New York State Social Services Law 336-e. Subsidized public sector employment will include positions subsidized through grant diversion/TEAP, supported employment programs, and paid college work study programs at public institutions. Individuals participating in subsidized public sector employment, and work study unless otherwise permitted under a federal work study program, are paid wages and receive the same benefits as unsubsidized employees who perform similar work. An employment situation will be subsidized for up to the full amount of wages/benefits provided to the program participant and will be subsidized for the length of time as determined appropriate by the State or social services district.
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SN Fam <input checked="" type="checkbox"/> SN Ind <input type="checkbox"/> SNAP	<b>Work Experience</b> - Unpaid work performed at a public or not-for-profit organization to enable a participant who cannot find unsubsidized employment to improve his or her employability. Work experience provides participants with an opportunity to acquire, training, knowledge, work habits, and work references necessary to obtain and retain employment. Participation in work experience includes training required for the participant to complete the work experience assignment. For example, an individual who is expected to provide clerical support in a government agency may be provided training to develop or refine filing and data entry skills as needed to perform the tasks required as part of the work activity assignment.  In addition to those components noted above, work experience will include unpaid internships that are part of any non-graduate student's education curriculum. (Note: Paid internships are to be reported as employment.)
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SN Fam <input checked="" type="checkbox"/> SN Ind <input type="checkbox"/> SNAP	<b>On-the-Job Training (OJT)</b> - Training in a public or private sector employment setting during which the participant receives work-essential paid training while he or she is engaged in productive work that provides the knowledge and skills essential to attain full and adequate performance of the job.  OJT will be unsubsidized (for which the employer does not receive a subsidy) or subsidized using TANF funds or other funds to offset the cost of the training provided to the participant. A subsidized OJT will be subsidized for up to the full cost of providing such training and wages/benefits provided to the program participant. Positions will be subsidized for the length of time determined appropriate by the State or social services district. OJT is distinct from subsidized employment due to the fact that the individual must participate in workplace training to attain full and adequate job performance and the subsidy provided is intended to offset the cost of such training.
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SN Fam <input checked="" type="checkbox"/> SN Ind <input type="checkbox"/> SNAP	<b>Community Service</b> - A structured program in which participants perform work for the direct benefit of the community under the auspices of public or nonprofit organizations. Community service placements must be projects that serve a useful community purpose in fields such as health, social services, environmental protection, education, urban and rural redevelopment, welfare, public recreation, public facilities, public safety, and childcare. Community service programs are designed to improve the employability of participants not otherwise able to obtain unsubsidized employment. Participation in community service may include training that is directly required for the participant to complete the community service assignment. For example, an individual who is expected to provide clerical support to a food pantry may be provided training to develop or refine filing and data entry skills.  Community service assignments will primarily be voluntary in nature including participation in VISTA, Americorps, and unpaid volunteer activities at a school, Head Start programs, religious or faith-based institutions, community organizations or a nonprofit or public agency but will also include such mandated participation when court ordered. Participation in activities to support these organizations is deemed to provide a service to the community. In those instances where the participation could meet the federal definition of work experience or community service and the district or program provider would like to have another recipient provide childcare for the community service individual, such hours of work may be reported as participation in community service.
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SN Fam <input checked="" type="checkbox"/> SN Ind <input type="checkbox"/> SNAP	<b>Job Search</b> - The act of seeking or obtaining employment or preparing to seek or obtain employment and will include looking for suitable job openings in a group or individual setting, making contact with potential employers, learning appropriate workplace expectations and behaviors in preparation for submitting job applications and interviewing, preparing to or applying for and/or interviewing for jobs and related activities.

## Activity and Definition

<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SN Fam <input checked="" type="checkbox"/> SN Ind <input type="checkbox"/> SNAP	<p><b>Job Readiness Training (JRT) Activities</b> - Participation in programs that include seeking and preparing for work. JRT includes two types of activities: (1) traditional activities of resume preparation, training in interviewing skills, and instruction in workplace expectations, training in effective job seeking, including life skills training; and (2) activities that improve an individual's employability, such as substance abuse treatment, mental health treatment, or rehabilitation activities in which a qualified medical or mental health professional has certified that such treatment is necessary.</p> <p>Traditional JRT activities will include: resume preparation, training in interview skills, instruction in workplace expectations, training in effective job seeking, life skills essential to workplace success, time management, goal setting, budgeting, basic math and literacy skills, household management, interpersonal skills, decision making skills, anger management, parenting skills when it has been determined that such training could help reduce unplanned work leave or apprehension toward entering employment.</p> <p>For TANF and SNA MOE families, JRT also includes substance abuse and other treatment and rehabilitative services that are required for individuals who are unable to work or individuals whose employability and employment retention requires such services. Such services, which should be reported on WTCMS as such, will be deemed within WRTS participation rate logic to be JRT for recipients of TANF and SNA MOE but will be deemed to be Community Service for recipients of SNA non-MOE, include:</p> <ul style="list-style-type: none"> <li>Physical health treatment and rehabilitation services including attending necessary physical therapy, and doctor appointments. Such treatment will include medical, behavioral and other treatment necessary for individuals suffering from substance abuse (current and former users) with such required treatment ranging from detoxification services to after care/abstinence maintenance.</li> <li>Mental health services including therapy, counseling, and other services to address mental or emotional disorders that can interfere with an individual's daily life functions, ability to work, looking for work or the ability to retain employment.</li> </ul> <p><b>Vocational Education</b> - Vocational education is defined as an organized educational program that directly relates to the preparation of individuals for current or emerging occupations that require training up to a four year degree. Vocational education does not generally include basic or remedial education or English as a Second Language (ESL) but may include work focused general education and language instruction that is a regular or integral part of a vocational education program. Social services districts are responsible for ensuring that any such remedial education or ESL is a regular part of the program for participants with similar skill sets as the TANF/SNA MOE client, is determined necessary by the program provider, and is limited in hours to less than one half of program participation. Vocational education programs include the completion of activities that provide individuals the knowledge and skills to perform a specific trade, occupation or vocation. Vocational education must be provided by an education or training organization.</p> <p><b>Job Skills Training</b> - Training or education in job skills to improve a participant's employability, to ensure clients have the basic skills competencies required by employers to support job entry and/or to advance or adapt to the changing demands of the workplace. Where identified as needed, such training may include the development of basic workplace skills including professional workplace behaviors and decision making skills. Job skills training may include customized or technical training designed to provide participants with additional workplace skills, post-secondary education courses leading to a bachelor's or other advanced degree, or other training included under the definition of vocational education training. Job skills training may include literacy instruction, English language instruction, or other basic education for an individual who has already obtained a high school diploma or equivalency when determined from a client's assessment that such instruction is needed to improve the participant's employability.</p> <p><b>Education Training</b> - Education directly related to employment for a recipient who has not received a high school diploma or equivalency must be related to a specific occupation, job or job offer or otherwise determined based on a client assessment as necessary to improve the participant's employability to support job entry, retention or advancement. Education directly related to employment may include courses designed to provide the knowledge and skills for general or specific occupations or work settings to ensure clients have the basic skills competencies required by employers and may also include adult basic education, ESL instruction and education leading to a high school equivalency diploma as determined as necessary to improve the participant's job opportunities in potential occupations. Where identified as needed such training may include the development of basic workplace skills including professional workplace behaviors and decision making skills.</p> <p><b>Secondary School</b> - Regular attendance in accordance with the requirements of the secondary school or a course of study at a secondary school or other State accredited institution leading to a high school equivalence (HSE) diploma, in the case of a recipient who has not completed secondary school or received a certificate of general equivalence. Secondary school participation may include general adult basic education or ESL if it is linked to attending secondary school or leading to a HSE diploma as determined necessary by the educational institution. Secondary School or HSE programs that routinely include ESL, career training, alternative school, tutoring, dropout prevention, teen pregnancy or parenting programs as a requirement of program participation as determined by the educational institution will also be permitted.</p> <p><b>Provision of Childcare for Individual Participating in Community Service</b> - Providing unpaid childcare to enable another Temporary Assistance (TANF/SNA MOE funded) recipient to participate in a community service program.</p>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SN Fam <input checked="" type="checkbox"/> SN Ind <input type="checkbox"/> SNAP	<p><b>Other</b> - Any work activity that does not meet the criteria of any of the above countable activities constitutes participation that is not countable toward federal and State participation rates.</p>

### Section 3.5 Job Development

The district conducts or accesses job development services to expand job opportunities for TA and SNAP clients. ☒ Yes ☐ No

If yes, the district participates in job development activities in the following manner:

- ☒ District staff contacts employers to solicit jobs for Temporary Assistance participants.

Below is the description of how this is done, including number of staff, frequency of contacts, etc.:

The Employment Coordinator and employment Representative, as time permits, both contact employers by telephone, in writing or in person to solicit job openings for DSS clients. They have ongoing relationships with local employers. They match job openings to client qualifications and set up job interviews for the clients. Employers also call our employment unit when they have openings.

- ☒ District contracts or has an agreement with another agency to contact employers and solicit jobs for Temporary Assistance and/or SNAP participants. Below is the description of how this is done, including number of staff, frequency of contacts.

The entire employment unit - contractors and DSS staff - shares information on job openings and appropriate matches of clients to employers. PIC staff compiles a list of local job openings from newspapers, America's Job Exchange, Workforce solutions and word of mouth and shares it with the unit. Workforce solutions staff email job openings and job fair announcements to the employment unit regularly.

- ☐ OTDA Jobs Program staff are charged with job development as indicated in section 2.3. Additional information, if any, is described below:

### Section 3.6 Training Approval and Activity Enrollment Policies

(Reference 18 NYCRR 385.9)

- a. Describe how the district identifies appropriate education program providers for services of Adult Basic Education, High School Equivalency (HSE) diploma preparation, and English Language Instruction that are available to clients whose assessment indicates such services would be an appropriate work activity assignment:

In this small county the providers are well known to the district. The district identifies appropriate providers by their successes with the individuals we have referred to them. In addition, the district belongs to the Schoharie County Human Services Coordinating Council and meets regularly with the Workforce Solutions Center. Both groups are sources of information on providers and programs offered in the county.

- b. Describe how the district identifies appropriate providers of Vocational Education and Job Skills Training programs that are available to clients whose assessment indicates such services would be an appropriate work activity assignment:

The district identifies appropriate providers of vocational education and job skills programs depending on the topics offered, the topics relevance to job opportunities in the area and the ability of individuals to complete the education and training.



All non-exempt TA applicants and recipients are assigned to our Skills to Success Program which teaches basic job skills. Some of the topics covered are case register operation and counting back change, food safety, customer service, keyboarding, basic MS Word and Excel and e-mail.

Capital District BOCES provides our clients with access to the vocational education courses available at the BOCES areer and Technical Schools. The Workforce Solutions Center in Cobleskill provides assessment and funding to individuals eligible for WIA funded classroom training that prepares them for jobs in demand occupations. ACESS VR also provides funding for education for those clients eligible for vocational rehabilitation services.

- c. Describe the process and guideline workers follow to ensure that individuals who have not attained a basic literacy level and/or have not attained a high school diploma are offered the opportunity to participate in an educational activity:

The need for educational training is addressed at assessment and discussed as part of employability planning. Clients also fill out a Customer Intake Form (OSOS form) that gives a good indication of their literacy level. Teens are also encouraged to return to high school or an alternative program.

- d. Describe the district's process and policy, including the guideline workers follow, when determining whether participation in educational activities is approved for individuals who have not attained a high school diploma who are interested in participating in an educational activity. Include in this section instances when the agency would deny participation in education activities:

Whenever feasible clients are encouraged to work on improving their educational skills and may be mandated to attend if appropriate. Other activity assignments are taken into consideration when choosing a program. For example, non-exempt participant must be assigned to a 20 hour core activity first, and then High School Equivalency class if it can fit into their schedule. We may deny participation in educational activities if the client has the ability and or experience to work in a self-sustaining occupation without it, if the client does not appear to have the ability to succeed in the educational activity or if the client has demonstrated a lack of follow through in the past.

- e. Describe the district's process and policy for determining whether or not a participant is approved/assigned to participate in job skills or vocational education activities:

Must meet basic functional requirement for training to which assigned. The criteria will be applied consistently to each person's circumstance. The factors to be considered are:

Current abilities -The individual's ability to compete for existing jobs, which would eliminate or reduce dependency, without training or educational improvement. Work history and skill level in trades or occupations will be evaluated.

Training record -The amount and type of prior training the individual has had and his or her performance. Past training is an indicator of: (a) whether the individual will pursue future training opportunities seriously; and (b) whether there has been sufficient prior training to qualify the individual for existing local job opportunities.

Educational level -The individual must possess the skills needed for participation in the program, or receive approval to obtain such necessary skills through remedial education as part of an overall plan for self-support.

Aptitude -The individual's aptitude and ability to benefit from the program will be considered in the approval process. Clients who are determined to possess a marketable skill already may not be approved for further training.

Clients who, after receiving DSS approval, terminated a program of training/education without completing it, may or may not be approved for further training/education

- f. Describe the highest level of post-secondary level education that the district will approve as a work activity, up to a four year college program:

The Employment unit will monitor for one year. LDSS will approve this as long as at the end of the year the client receives a diploma or certificate.

- g. Describe how the district will ensure that enrollments in post-secondary education beyond the 12 month lifetime limit are combined with a weekly average of at least 20 hours in paid employment activities, work experience or community service:

If we have a case that meets this criteria we will ask for monthly attendance.

- h. Education and training providers are evaluated by the following standards:

Past experience, familiarity with the population, state recognized if education provider, professional level commensurate with program provided, curriculum that meets the standard for job specifications. The local job market conditions should indicate the likelihood of placement in unsubsidized employment for graduates of the program. Local WIA demand occupations list is used as needed.

- i. The district procedure for advising participants of approved training providers is:

Appropriate training options are discussed through the Assessment interview, development of Employment Plan, Orientation and the normal case management process.

- j. The district procedure for notifying participants of approval for training or enrollment in a work activity is:

The individual is noticed both verbally and in writing of time and date of appropriate and necessary assignments. Reminder phone calls are made and transportation provided if deemed necessary.

- k. In accordance with 18 NYCRR 385.9(b), regardless of whether the college program is approved for the participant as an employment work activity, the district will approve as a work activity a work-study, internship, externship or other work placement that is part of a non-graduate student's curriculum unless one or more of the following conditions applies as checked below:

- ☒ It has been determined that the student voluntarily quit a job or reduced earnings to qualify for initial or increased Temporary Assistance.
- ☒ A job or on-the-job training position that is comparable to the work-study, internship, externship or other work placement cannot reasonably be expected to exist in the private, public or not-for-profit sector.
- ☒ The student is not maintaining a cumulative C average (or the equivalent). The district may disregard this provision if the student documents an undue hardship.
- ☒ The institution or student fails to monitor and report information regarding the student's attendance and performance as required.
- ☒ The student fails to progress toward the completion of a course of study without good cause, as determined by the district.

- ☒ The student has previously enrolled in work-study, internship, or other work placement and failed to complete the work placement without good cause as determined by the district.
- ☐ Additional reasons as stated below:

- l. To verify continued exempt status, the local district will monitor the high school attendance of 16-18 year old students in the following manner:

Proof of enrollment and attendance will be required at each recertification as well as whenever the district has reason to believe the 16 - 18 year old is not attending.

- m. The district's procedure for ensuring that an individual's health related limitations are accommodated when assigning the individual to a work activity is:

All limitations are considered by the employment worker before assignment. Any functional limitations are communicated in writing to the provider of the work activity by the employment worker making the assignment.

### **Section 3.7 Work Verification**

Consistent with New York State's approved Work Verification Plan (WVP), and in accordance with the requirements established by the United States Department of Health and Human Services, districts must develop a quality assurance plan to ensure that the data reported, from which their work participation rates are derived, are accurate. The plan must include the district's procedure for monitoring reported scheduled and actual attendance in paid employment and unpaid work activities and the controls in place to ensure that reported exemption statuses resulting in federal exclusions from the work participation rate calculation are accurately made, work eligible individuals are correctly identified, hours of attendance reported are accurate and documented, data entry is accurate and that the district and its providers adhere to the approved work activity definitions and the determination of countable excused absences and holiday reporting within federal limits. Each district must maintain the documentation to verify what is being reported to NYS OTDA.

Each district must describe how it will conduct periodic self audits to determine that system entries are consistent with documentation in case files. The district must also explain how it will choose the sample size, select sample cases and establish the review period (no less frequently than semi-annually). The plan must indicate the district will maintain documentation on all pertinent findings produced through its self audit process and that case records for all reviewed cases will be available for State and other auditors in their review of the local work verification system for the standard 6 year period associated with such reviews.

After each self audit is completed, the district must submit a summary of findings for State review including specific information on each of the errors identified. In addition, when monitoring reveals substantial problems, the district must describe the corrective action it will take.

The Quality Assurance plan must explain how staff will:

- Ensure that documentation of wages and actual hours of employment is verified and accurately projected/reported and present in the case file, is actual and is projected correctly;
- Ensure that the documentation for actual hours, supervision/attendance, excused absences, and holidays in other activities is present in the case file;
- Assess whether participation in the work activities reported for work eligible individuals meets the approved federal definition for the activity;

- Assess that the data entered into either WTWCMS, NYCWAY or other automated systems used for reporting work activities is accurate, including actual hours, excused absences and holidays; and is based on documentation in the case record; and
- Ensure that documentation necessary to determine an individual to be exempt due to being the caretaker of a disabled household member (Employability Code 38 or 48), and/or parent or caretaker relative of a child in the household under 12 months of age, (Employability code 31), is present in the case file and that individuals meet the exempt status based on the required documentation.

Please describe the process the district will use to review district worker collected documentation and data entry of the above listed elements (include a description of how a case sample for review will be selected, sample size and frequency of reviews):

The district will perform a random sample of (4) cases semi-annually for paid work activities to review district worker collected documentation and data entry. Both the temporary assistance and employment case files will be reviewed. Hours of employment will be verified through receipt of pay stubs, employer verification forms or collateral contact with the employer. The review will ensure the hours of employment on the ABEL budget are consistent with the hours reported on WTWCMS and documentation is in the file to support hours reported on WTWCMS and that the scheduled hours on WTWCMS is consistent with the documentation.

The district will perform a random sample of (4) cases semi-annually for participation in unpaid work activities to review district worker collected documentation and data entry. The employment case files will be reviewed. Actual hours of attendance will be documented by attendance sheets showing actual hours of attendance, any excused absences during the month, any unexcused absences during the month, and holiday time. The review will ensure the actual hours of attendance reported on the monthly attendance sheets has been correctly reported on WTWCMS, excused absences and holiday time are documented in the case file and correctly reported on WTWCMS in accordance with federal limitations, and documentation of actual hours of attendance is accurate and matches the hours of participation reported on WTWCMS by district or provider staff.

The district will perform a random sample of (2) cases semi-annually in which a case member is reported as an employability code 38-needed in the home fulltime or employability code 48-time limit exemption to care for a disabled household member to review district worker collected documentation and data entry. The temporary assistance case file will be reviewed to ensure there is presence of medical documentation to support the exemption and that the documentation has a timeframe for the exemption and that the individual is the appropriate caretaker.

The district will perform a random sample of (2) cases semi-annually in which a case member is reported as an employability code 31-caretaker of a child under the age of 12 months to review district worker collected documentation and data entry. The temporary assistance case file will be reviewed to ensure there is documentation from hospital, birth certificate or social security card present to verify the child under the age of one. Temporary assistance records will also be reviewed to ensure that the household composition is in fact a one parent case and that the individual has not exceeded the 12 month lifetime limit.

In each of the above samples, the district will assess and verify that participation in the reported work activities meets the State approved definition for the activity.

The district will sample cases from each month within in the (6 month) semi-annual period. The October to March review will be due by May 20<sup>th</sup>. The April to September review will be due by November 20<sup>th</sup>. The district will maintain supporting documentation for the cases that are reviewed and make them readily available for review by A&QI auditors upon request.

The results of these audits will enable the district to identify policies, processes or cases that may need corrective action. We will ensure that a summary report will be prepared following each review period and forwarded to Kathy Nagy, [Kathleen.Nagy@otda.ny.gov](mailto:Kathleen.Nagy@otda.ny.gov), and Kyle Miller, [Kyle.Miller@otda.ny.gov](mailto:Kyle.Miller@otda.ny.gov).

Please describe the process the district will use to review provider collected documentation and data entry of the above listed elements (include a description of how a case sample for review will be selected, sample size and frequency of reviews):

All provider collected documentation, including attendance records, is submitted to the district, reviewed by the employment coordinator and then placed in the case file. Data entry of attendance is done by employment unit staff based on written documentation. The data entry is verified by the employment coordinator and compared to written documentation from the provider.

While reviewing work eligible cases for district worker collected documentation as per the review described above, the district will also review all provider collected documentation and data entry. All cases selected for the review above will also be reviewed for provider documentation and data entry. The providers will be requested to provide their documentation for each case reviewed.

The provider agency or work experience supervisor must maintain a daily attendance sheet recording the day the client appeared at the assigned activity, and the specific times the client worked or the total number of hours participated for each day. The attendance documentation must have daily number of hours attended. The site supervisor must sign the attendance sheets attesting to the accuracy and correctness of the attendance sheets submitted. These attendance forms will be forwarded to the Department monthly, by the 5th of the following month.

Schoharie will validate attendance reporting by monitoring visits to providers and viewing attendance rosters for training. The frequency of attendance monitoring visits may vary based on the number of participants served by the provider.

### **Section 3.8 Strategies/Procedures for Accommodating Individuals with Limited English Proficiency**

Following is a description of how the district accommodates the needs of Non-English speaking participants in accessing employment activities and services:

We have one bi-lingual staff person and subscribe to a telephone translation service.

### **Section 3.9 Strategies/Procedures for Increasing Program Attendance**

Describe district policies and/or procedures in place to reduce the amount of time participants fail to participate in work activities, including absences that are with good cause:

All participants are notified at orientation and upon beginning an activity that any missed hours must be made up within the month. Participants either stay late each day until the hours are made up or attend on an additional day when feasible. This acts as a deterrent to absences and assists in meeting the hours required for the participation rate.

If a participant fails to appear at an activity we attempt to make contact with him or her immediately via telephone or in person. If unsuccessful, conciliation notices are sent out in a timely manner.

### **Section 3.10 Strategies/Procedures for Engaging Sanctioned Temporary Assistance Participants**

- ☐ District attempts to engage sanctioned participants as soon as they are sanctioned using the following strategies:
- ☐ District attempts to engage sanctioned participants when the durational period of the sanction is completed using the following strategies:
- ☒ District attempts to engage sanctioned participants during different times in the sanction period using the following strategies:

The client is called in under eligibility rules to report on his or her case status and any changes that may have occurred. We use this meeting to attempt to reengage the client. We attempt to identify strengths and barriers to participation and attempt to engage them through individualized planning and explanation of program opportunities. We use the Family Development case management approach among other strategies.

- ☐ District has no specific strategies to engage sanctioned participants.

### **Section 3.11 Strategies for reducing the need for Temporary Assistance:**

District's strategies for reducing the need for Temporary Assistance are described below:

Applicants are assigned to appropriate activities at their initial eligibility interview. All applicants are required to attend TA eligibility orientation which includes a discussion of supportive services (including child care in lieu of TA) and other resources available to those who choose not to pursue ongoing TA or who are ineligible due to excess income. One-time emergency payments are utilized to meet immediate needs and avoid ongoing assistance when appropriate.

Non-exempt applicants are also assigned to specific job referrals, job search, job skills training and job development. They often find employment before the TA case opens.

### **Section 4 Support Services** (Reference 18 NYCRR 385.4)

#### **Section 4.1 TA and Non-TA SNAP Applicants and Recipients in Work Activities Approved by the District**

- a. The social services district will provide childcare in accordance with the childcare section of the district's Child and Family County Services Plan. The district will also provide for participants the following expenses which the district deems necessary for the individual to participate in orientation, assessment, employment planning, approved work activities and activities to restore self-sufficiency:

Each participant's need for supportive services will be assessed on a case-by-case basis to verify the need and identify the most cost effective method of meeting that need. Extraordinary expenses over \$1000 require the Commissioner's approval.

1. Bus tokens, mileage reimbursement at \$.19 per mile, or taxi rides as resources permit.

2. Driver's license and car registration fees, start up insurance costs, car repairs for those with valid job offers, jobs, or who are assigned to work activities when other transportation opportunities are non-existent

3. Fees for licenses required for specific jobs, (eg. Hairdresser, truck driver, etc.).

4. Case management services when necessary and available; including job placement and retention services

5. Necessary clothing for work when not available through the "Job Closet" (e.g. uniforms, shoes, etc.)

- b. The district will use the following approach to assist those participants who need transportation to and from an approved work activity site, including any applicable mileage reimbursement rate, and the method used by the district to arrive at that reimbursement rate. OTDA policy establishes a mileage reimbursement rate of no less than the IRS established rate for medical/moving purposes. In all instances, should the actual cost of transportation needed to participate in an assigned work activity exceed the reimbursement rate determined by the district, the district will reimburse for the actual costs based on reasonable documentation submitted by the work activity participant.

Please check all that apply:

- ☒ Bus pass/token
- ☐ Gas card/voucher
- ☐ Mileage reimbursement at IRS Business rate, (effective 1/1/15 is 57.5 cents/mi)
- ☒ Mileage reimbursement at IRS Medical/Moving rate, (effective 1/1/15 is 23 cents/mi)
- ☒ Other mileage rate, (please explain methodology used to establish reimbursement rate):

We attempt to assign participants to work activities that are accessible to them. We assist participants with transportation by issuing tokens for the public bus, reimbursing mileage at .19 per mile for those who have automobiles and providing an occasional taxi ride. The mileage reimbursement rate is set at a level that makes the most efficient use of limited resources

- c. OTDA policy establishes a distance not to exceed 2 miles as the maximum distance that the district can require a participant to walk to a work activity assignment or to access public transportation. The district's policy states that an individual may be required to walk up to the distance described below each way to a work activity or to access public transportation:

We attempt to find work activities that are within walking distance when possible. A maximum of two miles is a reasonable distance for a physically fit individual to walk. If no activities are available within that distance or the person is not physically able to walk we will pay mileage if they can access transportation, or arrange a taxi ride as a last resort on a case by case basis. If the individual is willing to relocate to a more accessible area this is encouraged.

- d. The district will provide the following services to assist individuals at risk of needing temporary assistance to improve their opportunities for employment or to maintain their employment:

Diversion strategies outlined in section 3.11 and supportive services listed in 4.1 if eligible.

## Section 4.2 Transitional Support Services

The district will provide the following supports and strategies to support job retention:

- Transitional child care and information and referral for child care.
- Transitional Medicaid, if eligible.
- Transitional benefit alternative food stamps if eligible
- Transportation assistance on an individual, as needed basis, if grant funding is available or other reasonable arrangements can be made, as resources permit.
- Rent on an emergency, one time only basis to forestall eviction, if eligible.
- Job retention services as needed and available.
- Crises intervention when transportation, child care or other home problems threaten the ability to maintain self-sufficiency

The district will provide the following support services, for up to 90 days after case closing, to individuals whose Temporary Assistance cases have closed due to employment:

- Transitional child care and information and referral for child care.
- Transitional Medicaid, if eligible.
- Transitional benefit alternative food stamps if eligible
- Transportation assistance on an individual, as needed basis, if grant funding is available or other reasonable arrangements can be made and as resources permit.
- Rent on an emergency, one time only basis to forestall eviction, if eligible.
- Job retention services as needed and available.
- Crisis intervention when transportation, child care or other home problems threaten the ability to maintain self-sufficiency

### **Section 4.3 Extended Support Services**

As long as funding is available (through FFFS, etc.), the district will provide the following supportive services for individuals who are eligible under the TANF Services 200% of poverty eligibility guidelines:

Post-employment services designed to assist in retention of employment, such as crisis intervention, transportation if funding available under grant guidelines, and referral assistance for childcare, budgeting, emergency assistance, etc., as resources permit.

## **Section 5 Conciliation, Sanction and Dispute Resolution Procedures**

(Reference 18 NYCRR 385.11 and 385.12)

### **Section 5.1 Conciliation**

The district's conciliation process for Temporary Assistance applicants and recipients is in accordance with 18 NYCRR 385.11(a). Conciliations are conducted (check all that apply, and describe the procedure.):

- ☒ in person
- ☒ by phone
- ☒ by mail, etc.:

Conciliation letters are created in WTWCMS and sent out by the employment worker. If the client does not respond the worker makes the decision based on the information she has available and will refer for sanction as appropriate. If the client responds to the conciliation letter the worker often resolves the situation by telephone, usually by rescheduling the client for the activity that was missed. The client is given an opportunity to mail in or drop off proof of good cause such as a doctor's note. If it is a serious, questionable or recurring issue the client will be given an appointment to appear for an in person conciliation meeting. The determination of good cause/willfulness is made by considering the explanation and evidence provided by the client, if any, as well as other factors such as whether the client has demonstrated a pattern of recurring non-compliance.



The Temporary Assistance good cause/willfulness determination is made by:

- ☒ client's employment worker
- ☒ a supervisor
- ☐ separate entity:

If clear cut proof of good cause is submitted, or it is a first offense and a positive resolution is made, the worker will usually make the determination. If the client provides no information or reason for non-compliance the worker also makes that decision. If it is a recurring issue, or a questionable determination the worker will consult with a supervisor who will make the final determination.

The district's conciliation process for SNAP recipients is in accordance with 18 NYCRR 385.11(c). Conciliations are conducted (check all that apply, and describe the procedure.):

- ☐ in person
- ☐ by phone
- ☐ by mail, etc.:

The SNAP E&T good cause determination is made by:

- ☐ client's employment worker
- ☐ a supervisor
- ☐ separate entity:

The district's procedure for engaging SNAP recipients in a work activity to demonstrate compliance to avoid a SNAP E&T related sanction is:

## Section 5.2 Sanctions

The district's procedure for determining compliance for those individuals who wish to end their employment sanction (18 NYCRR 385.12, 385.13), including the time period established for demonstrating compliance to the satisfaction of the district is:

The sign the agreement to comply and must show compliance for two weeks.

## Section 5.3 Dispute Resolution

The district's procedure for individuals who wish to dispute their work activity assignments, including individuals who dispute the district's response to their request for health-related accommodations is conducted in accordance with 18 NYCRR 385.11(b).

The grievance is mediated by:

- ☐ An agreement with an independent entity
- ☐ Supervisory staff who are trained in mediation and who have no direct responsibility for the individual's case
- ☒ Designated supervisory staff who have no direct responsibility for the individual's case and who are not trained in mediation

**Section 6 Disability Determinations, Documentation and Requirements of Exempt Individuals**  
(Reference 18 NYCRR 385.2)

**Section 6.1 Disability Determination Process and Tools**

The district's process for determining an individual's disabilities and/or work limitations is in accordance with 18 NYCRR 385.2(d). Check all that apply, and describe the process:

- ☒ District participates in the OTDA managed contract for independent medical evaluations.
- ☐ District contracts directly with a physician to provide independent medical evaluations.
- ☐ District accepts physician's statement provided by participant.
- ☒ District accepts physician's statement provided by participant but refers for an independent evaluation when deemed necessary.
- ☐ Other process (please describe):

The client is given 10 days to submit a physician's statement. If the statement is incomplete or unclear the employment worker may contact the physician for more information. If sufficient information is not obtained from the client's physician the worker will refer the client for an independent evaluation. If the client fails to submit the statement and does not indicate an inability to obtain it the case is closed. If the client fails to cooperate with the independent evaluation the case is closed.

The local process for reviewing the medical documentation to determine if the individual is exempt, nonexempt, or work limited is as follows:

- ☐ District directs the contracted physician or individual's physician to determine status.
- ☐ District review team reviews and determines status (described below).
- ☐ Specialized disability/medical staff or unit reviews and determines status (described below)
- ☒ Other:

The initial determination of disability is made by the employment worker based on documentation submitted by the client and a 4005/4005a form is issued. If additional information is gathered through the employment unit, including second opinions, that worker may request a change in determination. Difficult cases are referred up the supervisory chain.

**Section 6.2 Mental Health Screening and Assessment**

The district is administering a screening tool for Temporary Assistance participants to help determine whether a referral for a mental health evaluation is warranted, in addition to screening for a disability that occurs as part of the application or disability determination process

☐ Yes ☒ No

If yes, describe the district's policy for determining when a program participant is offered a mental health screen.

If yes, does the district use or intend to use the LDSS 5009 - Mental Health Screening Tool and/or the computer assisted version of the Modified Mini Screening tool (MMS)?

☐ Yes ☐ No

If yes, indicate the district's cutoff score (7, 8 or 9) for referral to a mental health evaluation:

If using a screening tool other than the MMS, indicate the screening tool used:

Describe the district procedure for referring a participant for a mental health evaluation, when warranted by the screening result:

### **Section 6.3 Requirements for Exempt Temporary Assistance Participants** (Reference 18 NYCRR 385.2 (e))

An exempt individual who has the potential to be restored to self-sufficiency through rehabilitation may be required to accept medical care to assist the individual in recovering from a mental or physical impairment, accept referral to and enrollment in a program of vocational rehabilitation, training, and/or other essential rehabilitation, and provide requested evidence that he/she is participating in the assigned program.

- a. Following is the district's procedure for determining if an individual who is unable to work due to a mental or physical impairment has the potential through treatment or other rehabilitative activities to improve the ability to work. This determination is different from the determination of the individual's disability exemption as covered in Section 6.1 of this plan. Included here is who (e.g., medical practitioner, employment worker, Temporary Assistance worker, local review team, etc.) makes or assists in this determination that an individual can restore or improve employability through treatment or other rehabilitative activities. Also included is the source and type of information used to make the determination (e.g., information from individual's medical practitioner, district contracted provider, specialist evaluation obtained as result of district referral, etc.):

LDSS follows the recommendation of the individuals medical practioner. This can be the primary and any other Mental health providers.

- b. Following is the district's procedure for developing a treatment plan and for referring the participant to appropriate treatment, etc. Please be specific:

The recipient is referred to a Mental Health professional who assesses and develops the appropriate treatment plan.

- c. Following is the district's procedure for tracking the participant's compliance with the treatment plan, including who in the district is responsible for monitoring compliance. Include elements such as monthly confirmation of attendance at rehabilitation or other factors to judge participation and progress, along with how often the treatment plan is updated:

We request monthly attendance records to verify the clients attendance in the program.